
The
PROGRAM

DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

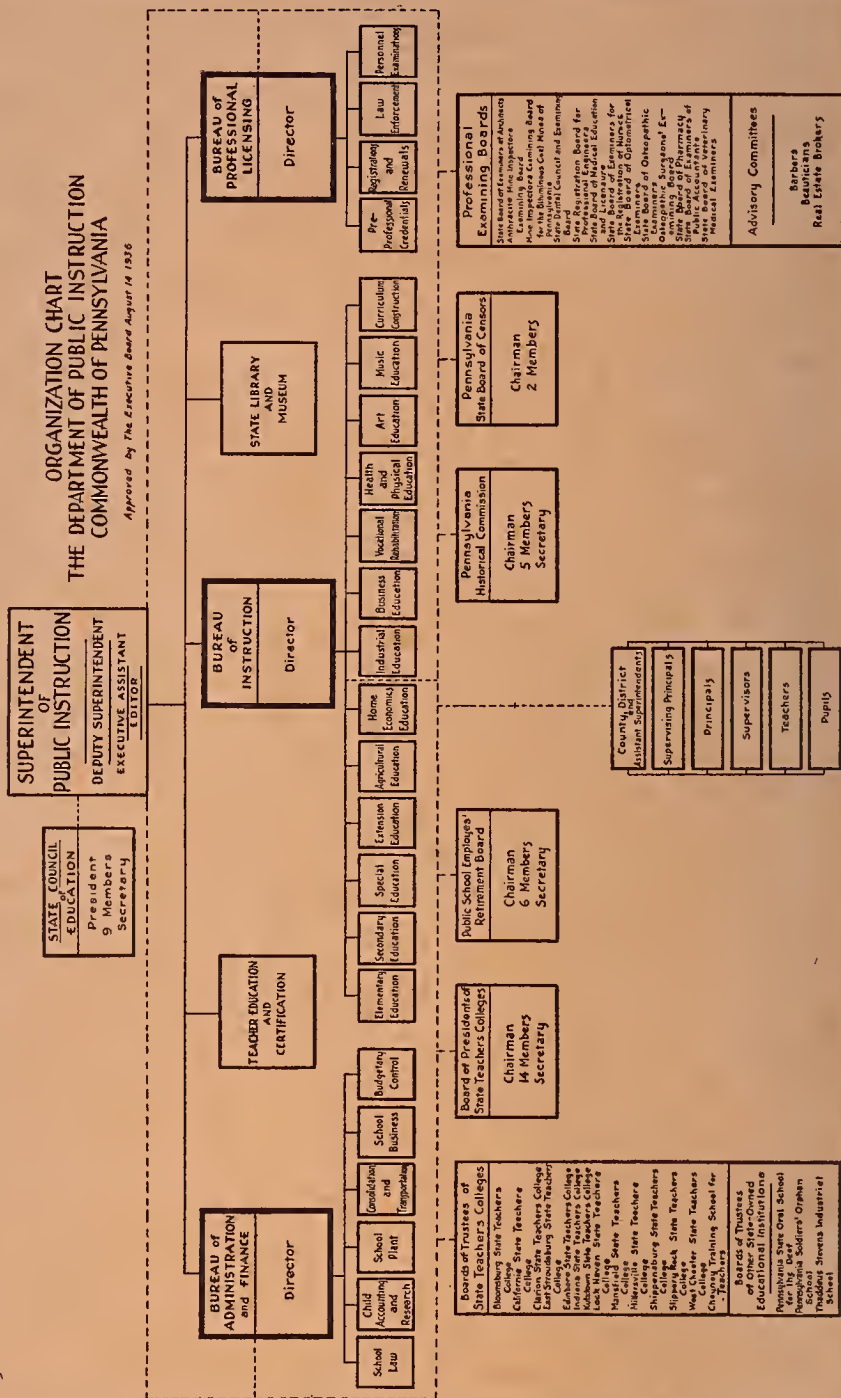
LESTER K. ADE
Superintendent of Public Instruction

Harrisburg, Pennsylvania
October 1936.

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ORGANIZATION CHART
THE DEPARTMENT OF PUBLIC INSTRUCTION
COMMONWEALTH OF PENNSYLVANIA

Approved by The Executive Board August 14 1936



Organization Chart

The
PROGRAM

DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

Comprising Practical Philosophy, Present Program, and Advancing
Frontiers of Public Education

LESTER K. ADE
Superintendent of Public Instruction

Harrisburg, Pennsylvania
October 1936

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DEPARTMENT STAFF

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Chairman, Board of Presidents, State Teachers Colleges

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	GEORGE H. RICHWINE, Appropriation Accountant
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School Nursing.....	MRS. LOIS L. OWEN, Advisor
Art Education.....	C. VALENTINE KIRBY, Chief
Music Education.....	M. CLAUDE ROSENBERRY, Chief
Curriculum Construction.....	ALAN O. DECH, Advisor

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Pre-Professional Credentials.....	JAMES G. PENTZ, Chi
	ALBERT J. McGLYNN, Advis
Registrations and Renewals.....	W. D. WORST, Supervis
	BYRON S. BEHNEY, Supervis
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Anthracite Mine Inspectors Examining Board	State Board of Osteopath Examiners
Mine Inspectors Examining Board for the Bituminous Coal Mines of Pennsylvania	Osteopathic Surgeons' Examinir Board
State Dental Council and Examining Board	State Board of Pharmac
State Registration Board for Professional Engineers	State Board of Examiners of Publ Accountants
State Board of Medical Education and Licensure	Board of Veterinary Medic Examiners
State Board of Examiners for the Registration of Nurses	Advisory Committee on Barbe Advisory Committee on Beau Culture Advisory Committee on Real Esta

The State Library and Museum.....	JOSEPH L. RAFTER, Direct
	MRS. GERTRUDE B. FULLER, Assistant Direct
Teacher Education and Certification.....	HENRY KLONOWER, Direct
Elementary Certification.....	JONAS E. WAGNER, Supervis
Secondary Certification and Placement Service..	J. K. BOWMAN, Supervis
Publications.....	EUGENE P. BERTIN, Edit
Finance.....	MARION K. McKAY, Consulta

Public School Employes' Retirement Board.....	H. H. BAISH, Secretar
	J. Y. SHAMBACH, Deputy Secretar
Pennsylvania Historical Commission.....	FRANK W. MELVIN, Chairma
Pennsylvania State Board of Censors.....	L. HOWELL DAVIS, Chairma

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President and Chief Executive Officer, LESTER K. ADE

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Charles E. Beury.....	Philadelphia	Emma Guffey Miller.....	Slippery Roc
Francis R. Cope, Jr.....	Dimock	Marian Parris Smith.....	Bryn Mav
S. Forry Laucks.....	York	John J. Sullivan.....	Philadelph
Marion K. McKay.....	Pittsburgh	Clarence E. Ackley.....	Secretar

FOREWORD



At a time when social adjustments are being made rapidly and on a wide scale, it becomes increasingly important for those charged with the responsibility of educational leadership in our Commonwealth not only to charter a course of action, but to disseminate sound and authentic information to all concerned with the program thus projected. The Department of Public Instruction recognizes the fact that a public education program touches directly or indirectly the entire population and accordingly involves the cooperation of all the people. The degree and quality of that cooperation depend largely upon the general understanding of the problems involved and the general agreement on a common philosophy.

The Department of Public Instruction further realizes the importance and necessity of coordinating its program with those of other Departments of the State government. The Department of Health cooperates in conducting the school medical inspection, administering to the physically handicapped, and recording birth certificates. The Department of Forests and Waters, Welfare, Labor and Industry, Justice, Internal Affairs, and others also carry on functions that articulate with the efforts of the Department of Public Instruction in establishing and maintaining an adequate program of public education in Pennsylvania.

Moreover, the bureaus, divisions, and boards within the Department, of which there are some sixty-seven, find it necessary to correlate their various functions and activities, and to harmonize them on the basis of an accepted common program.

This program has been prepared to meet these requirements. It is not a mere statistical report, but rather a vitalized exposition of the public education program as it functions through the activities of the various divisions of the Department of Public Instruction. While this document is a description of the program of public education in the Commonwealth, it is not a fixed and final formula but rather a flexible and formative basis for the con-

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tinuous development of a program to meet the ever changing conditions in the life of the people. It constitutes a frontier from which to work forward.

To make the program as practicable as possible and develop it in accordance with the actual needs in our respective communities of the Commonwealth, the Department of Public Instruction is eager to receive from interested persons and groups throughout the State suggestions that will bring about a more and more consistently vital type of education for all the children, youth, and adults of Pennsylvania.

October, 1936

LESTER K. ADE

Superintendent of Public Instruction

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I

UNDERLYING PHILOSOPHY AND SCOPE



NY sound program of public education is characterized by the broad conception that the whole of life is education, and life itself a great school. The functions and activities of the Department of Public Instruction in Pennsylvania are rooted in this fundamental assumption. Based on such a democratic philosophy, the program is participated in by the people and thus becomes a cooperative enterprise of our Commonwealth. Also typical of Pennsylvania's program is the interpretation of education in the light of social changes and modern trends, with the school functioning as a medium of interpreting the social order as well as participating in the building of the same. Above all, the program of the Department is built on the principle that the administrative machinery and professional techniques of education exist primarily for the education of pupils—children and adults—thereby giving direction to the establishment of the pupil-centered school. The school is conceived as an epitome of society where the educational program is fashioned in terms of the growth and adjustment of the learner, and as a coordinating and controlling center where the pupil learns a democratic way of living by living in a democratic way. While this program recognizes the development of the individual, the greater emphasis is placed upon the individual as a part of the social life of the Commonwealth. Fundamental also in the philosophy of education as exemplified in the program is the recognition of the importance of character and the good life.

It is evident that careful consideration of an underlying philosophy must be given to an educational program that involves a population of approximately ten millions of people, 2,582 school districts, some 13,500 school directors, 300 superintendents, 700 supervisors, 63,000 teachers, and above all, more than 2,000,000 children, besides thousands of older youth and adults enrolled in extension and special classes. The commitments of the Department of Public Instruction guarantee to every pupil an adequate education under the guidance of competent, sympathetic teachers, through the medium of a program adapted to the civic, vocational, and personal needs of the individual, carried on throughout a school term sufficiently long to expand as far as possible the native capacities of the learner, in school buildings comfortably adapted to educational purposes.

To give practical expression and execution to the program, the

Department of Public Instruction of Pennsylvania, including its bureaus, divisions, and sub-divisions, is organized into some sixty-seven units of service. Varied in their respective functions, these units comprise the following:

	Uni
STATE COUNCIL OF EDUCATION	
BUREAU OF ADMINISTRATION AND FINANCE	
School Law	1
Child Accounting and Research	1
School Plant	1
Consolidation and Transportation	1
School Business	1
Budgetary Control	1
TEACHER EDUCATION AND CERTIFICATION	1
Board of Presidents of State Teachers Colleges	1
Boards of Trustees of State Teachers Colleges	14
Teacher Education	1
Teacher Certification	1
Teacher Placement	1
BUREAU OF INSTRUCTION	1
Elementary Education	1
Secondary Education	1
Special Education	1
Extension Education	1
Agricultural Education	1
Home Economics Education	1
Industrial Education	1
Business Education	1
Vocational Rehabilitation	1
Health and Physical Education	1
Art Education	1
Music Education	1
Curriculum Construction	1
Education Library	
STATE LIBRARY AND MUSEUM	5
General Library	1
Extension Library	1
Archives	1
Law Library	1
Museum	1

BUREAU OF PROFESSIONAL LICENSING	20
Professional Examining Boards	13
Advisory Committees	3
Pre-Professional Credentials	1
Registrations and Renewals	1
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Publications and Public Information	1
Pennsylvania Historical Commission	1
Pennsylvania State Board of Censors	1
Public School Employes' Retirement Board	1

The wide scope of the Department's Program is indicated by the number and variety of functional units in the above organization. The divisions listed under "Additional Functions of the Department" are evidence of the ever-widening program in order to meet the changing conditions of life. However, it is the policy of the Department to place the greater emphasis upon those functions which bear a direct relation to the educational processes as they operate in the classrooms of the Commonwealth. Considerable study is being given to the coordination of these several units in the Department in order to articulate their services in the best interest of public education.

In planning a program for Pennsylvania, the Department has adopted definite policies to be followed in all fields of school service. These policies are based upon the needs of the schools as well as upon the public attitude as expressed through its educational and civic organizations. Above all, these policies have been developed on the basis of a sound and accepted educational philosophy. Moreover, the program has been constructed not only in terms of one or two years but with a view to setting up a foundation on which a program may be projected for many years ahead, in order to guide educators, legislators, and the public in the development and maintenance of an adequate educational program for the Commonwealth.

Moreover, in the development of a philosophy for Pennsylvania's program, the Department has kept constantly in mind the questions, What are the educational rights of the 2,000,000 children of the State? What are the educational rights of the out-of-

school youth in the Commonwealth? What are the educational rights of parents and other adults in Pennsylvania? This program is based on the principle that the public school is responsible for the education of all the people and is charged with the duty of providing the best opportunities possible for all to obtain an education which will equip them for efficient citizenship.

The program presented on the following pages describes the function, activities, and proposed projects of the several divisions of service in the Department, and shows their relation not only to each other and to the other Departments of the State government but to the public school system in all its parts.



II

STATE COUNCIL OF EDUCATION



THE State Council of Education contributes to Pennsylvania's program by serving as an advisory body to the office of the Superintendent of Public Instruction. In this capacity it assists in formulating and recommending to the Governor and the General Assembly such legislation as may be needed to equalize educational opportunities for all parts of the Commonwealth and to make the public schools more efficient and useful. Other functions are the determining of regulations for the certification of teachers, approving articles of incorporation for the establishment of colleges in Pennsylvania, ratifying sites for the consolidation of schools, and ruling on the continuation of one-room schools. The Council likewise ascertains the true valuation of assessable property per teacher for each school district, inspects schools and institutions receiving State aid, and acts as a State Board for the administration of Federal and State appropriations for vocational education. The new appropriation of approximately \$1,000,000 for Pennsylvania under the new federal George-Deen Act presents to this body the problem of using the fund to the best advantage in developing and extending the vocational education program in the Commonwealth.

The Council is also charged with the control and management of the State School Fund.



III

BUREAU OF ADMINISTRATION AND FINANCE



THE administrative and financial aspects of the program of public instruction are of extremely serious and vital importance in providing adequate education for the youth and adults of the State. To correlate closely the work of this Bureau with that of the State Council of Education the Director serves regularly as the Executive Secretary of the Council. The activities of the Bureau are carried on through six divisions, namely, School Law, Child Accounting and Research School Plant, Consolidation and Transportation, School Business and Budgetary Control. These functions will be considered in order:

SCHOOL LAW

Practically every function of public education is provided for in terms of legislation. Accordingly, the Department of Public Instruction has established a Division of School Law charged with the duty of interpreting the provisions of the School Code as they relate to the establishment, maintenance, and conduct of public schools. This Division provides to school officials and others concerned with public education, advice, explanations, and constructions with regard to legal matters. Another service rendered by the Division is the furnishing of instruction as to legal procedure in executing the various official blanks and forms in use. From three to five thousand inquiries from school officials are received annually in correspondence, and the preparation of accurate, authentic replies to these special local problems constitutes another service rendered by the School Law Division. In these cases the representatives of the Department act mainly in an advisory capacity and frequently refer the correspondents to the local solicitors for further counsel.

In interpreting the provisions of the School Code, the Department of Public Instruction cooperates with the Department of Justice, thereby having the advantage of checking and comparing legal constructions relating to school affairs.

CHILD ACCOUNTING AND RESEARCH

The new emphasis in this Division is on research with a view to improving service to schools and determining policies relating to public education.

This Division tabulates in usable form information concerning school finances, kindergartens, elementary and secondary schools, teachers, school attendance records, vocational, extension and special education, and records regarding institutions of higher learning. These data are summarized in reports to show trends in the educational programs in the various school districts of the Commonwealth. The studies show the types of information available in the Department of Public Instruction and serve to encourage school officials and other citizens to participate in the development and maintenance of a public education program.

In addition to these functions the Division also cooperates with school districts in utilizing child helping agencies in the study and solution of problems relating to child care, treatment, and retardation; providing for local coordination between school and home; securing regularity of attendance through a uniform system of child accounting; and securing compliance with the laws regulating the employment of minors.

The research activities of the Division, instead of being conducted in any particular field, cut across all phases of Pennsylvania's program. Well aware that the compilation of statistics as such has little value, the Department is bending its research efforts toward the more vital aspects of education such as principles of learning, essentials and standards of curriculum, methods of instruction, measurement of pupils' capacities and achievements, and accurate child accounting. The Division likewise takes cognizance of the attendance of pupils in accredited private and parochial schools.

SCHOOL PLANT

The School Plant Division has charge of guiding and assisting the school districts of Pennsylvania in the construction and maintenance of adequate building facilities to carry on the most effective educational program possible. Questions with regard to organization, plans, equipment, functions, efficiency, and cost are studied in this Division in order to give valuable directions to school officials, architects, and engineers, in the construction of efficient school plants. The primary consideration in the construction of school buildings under the Department's program is their adaptation to the needs of education. At the present time some 233 new building projects, looking toward improvement of the facilities for administering education in Pennsylvania, are in progress. These building developments involve a capital expenditure of \$50,000,000, more than one-third of which is being provided by the Federal Government. The extent and scope of these building

developments are of such proportions as to give employment to almost a quarter of a million workers, thereby removing thousands of families from Pennsylvania's relief rolls. This Division of the Administrative Bureau likewise supervises the building and repair projects of Pennsylvania's fourteen State Teachers Colleges and other State-owned institutions under the Department of Public Instruction.

In adapting building construction to the new requirements due to consolidation and other causes, the School Plant Division cooperates closely with the Bureau of Instruction and the Division of Consolidation and Transportation. It likewise frequently confers with the Department of Labor and Industry of the Commonwealth with regard to the approval of school building plans, in order to ascertain their conformity to State requirements.

CONSOLIDATION AND TRANSPORTATION

Paramount in the consideration of any program of consolidation, whether it be the consolidation of schools or the union of districts, must be the improvement of educational facilities in the interest of educating Pennsylvania's children and adults. The general trend toward consolidation is apparent from the ever-increasing number of joint school districts, closed one-room schools, and transportation facilities in use, as well as from the relatively large size of new building sites. Since 1920 consolidations have steadily grown until at present there are more than 800 of these schools having an enrollment of almost 200,000 pupils. Simultaneously, the number of closed one-teacher schools has risen to almost 500 since 1926. Transportation service, which is an index to the progress of consolidation, has developed to such an extent that during the current year approximately 100,000 pupils are being conveyed to and from schools in some 3500 school buses. Of the 200 sites for new schools inspected by this Division during the past biennium, practically all were more than two acres in size—16 were three acres, 31 were five acres, 15 were eight acres, and 8 were ten acres, or larger.

The program at present aims more especially at increasing and enriching the educational offerings for those residing in rural areas. The Department is concerned with the establishment of attendance areas large enough to support an adequate and effective educational program regardless of title or type of sub-division. Furthermore, whatever reorganization shall be effected, whether it be of schools or of districts, must be done on the basis of what the people want or are willing to approve. The present demands for increased State subsidies to school districts might well be

based on the requirements of an adequate educational program for the districts concerned. If consolidation of districts or of schools will produce better educational service, increased subsidies should be given to districts so consolidating, in order to save them from any excess costs for such progressive action. A part of the Department's program is to encourage formation of adequate school service areas by means of increased State subsidies to the districts affected, provided that State-aid does not exceed 50 per cent of the cost of the program, in order that the local district may retain local control of its public schools. Actual direction and operation of school programs should be kept sufficiently close to the people that they may feel a keen interest in their welfare and advancement, but may be guided at all times by standards set up by the State as a minimum basis.

One plan suggested is that every school district having an approved organization should be guaranteed a foundation program of education by the State without requiring such a district to exhaust its own resources. The development of educational offerings beyond the requirements of the foundation program would be optional with the local school authorities and would be financed locally as well. The provision of such additional offerings would be determined by the quality of educational leadership in the community. School districts not having approved organizations would be restricted to present State subsidies.

Similarly, by means of increased State subsidies districts might be encouraged to maintain only such secondary schools as are of efficient size to operate an adequate program of education—the size of the school being admittedly a factor in determining the adequacy of the program of education.

The Pennsylvania Department of Public Instruction is cooperating with a number of other states and the Federal Government in conducting a study of local units of school administration and attendance areas. The Federal Government is providing practically all of the funds. It is the purpose of the study to prepare spot maps showing where the pupils reside; assemble tabular material regarding pupils, teachers, pupil-teacher ratio, buildings, financial ability of districts, costs of instruction, general control, operation, maintenance, auxiliary agencies, fixed charges, capital outlay, and debt service; problems relating to transportation of pupils and to business management; and secure data regarding submarginal lands, possible highway developments, and advantageous reorganizations that will provide adequate school privileges in an economical manner.

Closely allied with the consolidation program is that of transportation. As a means of equalizing the educational opportunities of all who would avail themselves of public school facilities, the transportation of pupils to school centers plays an important part. This Division of the Department is keeping pace with the movement to guarantee safety on the highways in the transportation of children and others by refining and improving the standards of the service. The consistent and rapid improvement of highways and of transportation vehicles is facilitating the conveyance of pupils over great distances, thus giving school districts this added inducement to consolidate their schools.

In conducting the semi-annual motor vehicle inspection the Department of Public Instruction is assisted by the Bureau of Highway Patrol and Safety in the Department of Revenue. A special inspection label has been developed for use on school buses.

SCHOOL BUSINESS

School business today is big business and requires considerable technical skill in its management. The Division of School Business accordingly is established to deliver service to school boards and especially their secretaries in keeping accounts, records, and minutes, and in understanding the technical aspects of their work. Determining the semi-annual appropriations due to the 2,582 districts in Pennsylvania involves many factors such as reimbursements for 63,000 teachers' salaries, 4,700 closed schools, 3,500 transportation buses, and 500 tuition-paying districts. Also certain deductions must be made, vocational appropriations allowed, classification of district verified, rate of reimbursements ascertained for each district, and certification of the general statement made to the Auditor General and the State Treasurer. A service that is frequently requested from the Department is assistance in the computation of tuition rates for non-resident pupils. The Department has prepared a regular form in accordance with the law for the guidance of school districts in computing tuition rates. The development of official forms and blanks for the convenience of the various classes of school districts, and the filing of applications for State appropriations and fiscal data, constitute other functions of this Division.

More recently this Division has been called upon by distressed school districts to investigate applications for special aid and present the findings before the State Council of Education. More than 500 districts applied for such assistance this year, approximately two-thirds of them being given grants from a special fund appropriated for the purpose. It is the policy of the Department to con-

continue this aid as long as it is necessary, but in the meantime to participate a financial program for Pennsylvania which will make special aid unnecessary. This can be made possible by defining and establishing a foundational program of education, levying a uniform tax throughout the State and granting State subsidies for each district sufficient to pay the difference between the amount of money raised by a uniform tax levy and the cost of the foundational program for the district. Under such a plan every district in Pennsylvania would be guaranteed an adequate minimum educational program and could be encouraged to go as far beyond such standard as local tax resources might support or warrant. The Department appreciates the importance and necessity of establishing a financial system that levies taxes in accordance with people's ability to pay them. The tax program for which the Governor and the Commonwealth has fought and is fighting so ardently would be most effective in providing the additional funds necessary to any program which entails an increase of State subsidies.

Under the new act (No. 389) passed by the 1935 session of the General Assembly, the school districts are required to prepare their budgets thirty days before they are finally approved. After approval of the budget by the local district, it is submitted to the Division of School Business for filing. This is especially advantageous to financially handicapped districts where a review by the Department of Public Instruction may be used as the basis for helpful counsel and direction where needed.

BUDGETARY CONTROL

The Division of Budgetary Control, which is charged with the administration of the \$58,000,000 appropriation during the current biennium, compiles budget requests for all appropriation items dealing with education for the 2582 school districts, 14 State Teachers Colleges, and three State-owned educational institutions. When appropriations have been made, this Division sets up on an equitable basis a budget for each educational appropriation that is approved by the budget secretary in the Governor's office. After approvals have been obtained, accurate control records of expenditures under each budget are maintained by the Division.

The Budgetary Control unit furthermore records and draws all payroll and other requisitions on such special accounts as the State School Fund, the Federal Vocational Education Fund, and the Federal Vocational Rehabilitation Fund, as well as assists the Department of Revenue in clearing all receipts from boards, commissions, and other agencies under the Department of Public Instruction that collect State Funds. Requisitions for all spending

agencies in the Department and for institutions under its control clear through this Division.

The work of this Division correlates at many points with that of the Department of Revenue, Department of Property and Supplies, and the Auditor General's Department.

Several projects looking toward improved public service are in progress in this Division. A plan to achieve a common interpretation of the uniform classification of accounts by the several State Teachers Colleges is under way. Also a procedure for standardizing and controlling expenditures for all State institutions as proposed by the Governor is being studied by this Division. Uniform costs studies, and an equitable objective technique to distribute the State appropriation among the State Teachers Colleges by means of a formula are likewise being developed.

IV

TEACHER EDUCATION AND CERTIFICATION

INCLUDED under the services of Teacher Education and Certification are the activities concerned with the problem of supplying well-prepared teachers for the classrooms of the public schools of the Commonwealth. To accomplish this purpose the work is carried forward under three well defined objectives: Teacher Education, Teacher Certification, and Teacher Placement. Cooperating bodies in these important functions are the Board of Presidents of the State Teachers Colleges and the Boards of Trustees of these fourteen institutions. To correlate all these agencies the Head of Teacher Education and Certification serves regularly as Secretary of the Board of Presidents and of their Committee on Curriculum Revision.

TEACHER EDUCATION

In the field of Teacher Education, the Division coordinates the activities of the liberal arts colleges and the state teachers colleges and acts for the State Council of Education in a supervisory capacity with respect to the maintenance of adequate standards in all accredited colleges and universities. Petitions for approval of teacher education facilities and permission to grant baccalaureate degrees are referred to the Teacher Education Office for study and subsequent report to the State Council. The professional policies of the Board of Presidents of the State Teachers Colleges are administered through this office also.

The State and Federal program for the education of vocational teachers is coordinated through the Teacher Division. The program itself, which covers agriculture, home economics, business, and industrial education, is decentralized and the details are carried on at designated state institutions of higher learning. With the inevitable expansion of the program in these fields caused by the increased subsidies to be made available under the new George-Deen Federal Act (effective July 1, 1937) there is anticipated a considerable shortage of vocational teachers and supervisors. Accordingly, particular emphasis is being given to this phase of teacher education at present. Other new developments in the field of professional preparation are taking place in safety instruction, special education, rural education, teacher-librarianship, and elementary industrial arts.

Extension and correspondence courses for the preparation of teachers are also administered under this unit of service in the Department of Public Instruction.

The use of the State Teachers Colleges as experimental centers for the development of an elastic program to meet changing needs and responsibilities is in accord with the Department's program and policy. The question of continuing all of Pennsylvania's present State Teachers Colleges is a matter of legislation. The experience in Pennsylvania, like that in many other States, has been that the General Assembly is reluctant to take action looking toward the consolidation or elimination of any of these institutions. Accordingly, they will very probably be continued and should therefore be given whatever support is necessary to make it possible for them to carry on their respective functions. In the meantime, it is proposed to study ways and means whereby their services may be modified or enlarged to the end that they may function most adequately in Pennsylvania's program. The present trend toward vertical expansion of public education to include a greater range of age levels, and horizontal expansion to include a wider variety of curricular offerings, indicates that institutions engaged in professional preparation of personnel will receive ever increasing demands upon their services and facilities.

The liberal arts colleges have made substantial progress in developing professional courses in their institutions. The Department of Public Instruction adheres to the policy of cooperation and support of such teacher education institutions as can demonstrate the effectiveness of their educational programs.

A plan is under consideration looking toward the improvement of courses of instruction in the public schools by the establishment of regional study areas with the Teachers Colleges as centers. This project would involve systematic meetings of educational leaders and teachers in the several regions to discuss and plan improved courses, and provision for experimental practice and practical research.

TEACHER CERTIFICATION

Progressive development and periodical revision of the certification regulations are initiated by the Teacher Education and Certification Division. The average number of certificates issued in recent years, after evaluation of professional credentials, is from 18,000 to 26,000 per year, including adjudication of credentials for superintendents' commissions, supervising principals' certificates, and certificates issued to high school and elementary school principals.

One of the most important activities of the Teacher Education and Certification Division is the checking of the applications for appropriation. The law specifically requires that every teacher be certified to teach the subject or subjects reported on the application on the basis of which the State partially reimburses the school district for the teacher's salary. There are approximately 63,000 teachers and supervising officials in the Commonwealth of Pennsylvania. Each teacher's certificate is checked against the application for appropriation and certified to the fiscal officers as satisfying the requirements of the law. On the basis of this check approximately \$28,000,000 is appropriated to the school districts each year. It can be safely said that the teachers are teaching the subjects in which they have received preparation.

The proposal to require at least three years of post-secondary professional education for the standard certificate in the elementary schools was recently approved by the State Council of Education. This certificate is now subject to renewal every three years on condition that the holder shall have completed additional professional education and gained additional successful teaching experience, thus utilizing the principle of learning while teaching. The college provisional certificate likewise will henceforth be issued to teachers only upon the completion of an approved four year post secondary school curriculum. Another forward look with respect to teacher certification is an advance in requirements for certification of administrative and supervisory officers.

TEACHER PLACEMENT

The Placement Service acts as an aid to school boards in securing competent teachers, and serves as a check on the employment of teachers with less than standard preparation. Lists of available inadequately prepared teachers are submitted wherever there is a tendency to issue emergency certificates. Teachers also are benefited by this service which functions as a clearing house for those seeking promotions or new fields in which to work.

Periodic reports relative to available supply and actual demand of teachers are submitted to supervisory and administrative officials as well as to teacher education institutions for the purpose of bringing about a better placement of teachers. Encouragement of school officials to participate in selecting student candidates for professional preparation is also tending to effect a more satisfactory correlation between the number of teachers available and the number required to carry on the present and projected program of public education in Pennsylvania.

The proficiency of the Teacher Education program largely determines the proficiency of the instruction program of the State. Where the best methods and materials of instruction are found in the teacher education institutions, there is some guarantee that the instructional service will be of a superior type within the school districts, with the additional provision that adequate supervision and administration are available. The instruction program of the State is the composite picture developed from the contributions of the teachers in the field, reflecting, in a large measure, the ideals carried from the teacher education institutions.

The teacher education institutions must be free to experiment and pioneer after laying down the fundamental philosophy on the basis of which techniques and procedures are given to prospective teachers. The contribution which the teacher education program has to make to the instruction program in the State is to provide teachers with the pioneering and experimental attitude, a mastery of subject matter, and a deep-rooted philosophy of education.

THE BUREAU OF INSTRUCTION

THE close relationship between Teacher Education and Certification and the Instruction Program of Pennsylvania is evident from the fact that the State Teachers Colleges supply the schools throughout the State with many of their instructors. These inexperienced teachers are to some degree dependent upon several agencies for their professional growth, one of the major agencies being the Bureau of Instruction. A major responsibility of this Bureau is to improve instruction, and it is therefore directly concerned with the preparation of the administrators and teachers who enter the profession.

In view of this relationship, it is believed that the educational aims and philosophy of the graduates from teachers colleges should be closely akin to the aims and philosophy of the Bureau of Instruction. Furthermore, the teaching practices advocated and demonstrated at the teachers colleges and those proposed by the Bureau of Instruction should be consistent with those educational aims and principles agreed upon by both. The development of an educational philosophy and of educational aims, and the application of teaching practices consistent with both, are a cooperative responsibility. To the extent that the Bureau of Instruction and the teachers colleges reach a common agreement on these matters will there be a progressive advance in the growth of the public schools of the Commonwealth.

While the divisions of service in Pennsylvania's program of public instruction thus far described are essential to an adequate public school system for the Commonwealth, the Department is able to reach most directly those who are to benefit by the program through the agency of its Bureau of Instruction. For that reason, the Department is emphasizing the direct instructional service program. In order to insure that every important area of education is served by this Bureau, its work is apportioned among the following divisions: Elementary Education, Secondary Education, Special Education, Extension Education, Agricultural Education, Home Economics Education, Industrial Education, Business Education, Vocational Rehabilitation, Health Education, Art Education, Music Education, and Curriculum Construction.

ELEMENTARY EDUCATION

This Division of the Bureau of Instruction comprises all the levels from the pre-elementary to the later elementary grades. One

of the principal mediums of professional service through the Division, in addition to numerous visitations to districts requesting consultations, is the furnishing of carefully prepared suggestive guides for courses of study in the several fields of learning. These suggestive guides are the result of the cooperative effort of Department specialists and practical workers in the field and are consistent with the modern ideas of education, suggesting goals to be reached through the learner's experiences past and present, as well as their interests, abilities and needs. The Department proposes that its suggestions should be adopted in a local district only as rapidly as the schools can accept them as consistent with a sound philosophy of education.

The general use of the "Block Program" in rural schools has done much to improve the courses of instruction. A new movement is already under way to enrich and broaden the educational program for these rural areas by supplementing the usual curriculum by the use of the human, natural and industrial resources of the local community. Invaluable opportunities for learning are being found in such aspects of the pupil's environment as farms, homes, social and civic organizations, agencies of government, inter-community contacts, natural features, historical sites, and industries. Pupil guidance in social, moral, physical, vocational, and educational matters is likewise being carried on more widely.

This Division is also promoting a program on the part of executives and supervisors to insure the teacher's growth in knowing and practicing the principles of modern education.

SECONDARY EDUCATION

The phenomenal growth of secondary schools demands proportionate consideration in the Department's program. To meet the changing needs of youth, the Department is continuing the program of reorganizing the secondary schools so as to include grades seven and eight, thereby giving pupils wider opportunities to discover their own peculiar abilities through a variety of exploratory courses in the curricular offerings. Already, over sixty per cent of the secondary schools have reorganized to include grades seven to twelve. The emphasis in the learning processes on the secondary level is shifting from the memorization of subject matter to useful outcomes in character, personality, and social adaptations.

To meet the unusual demands of Pennsylvania's rapidly growing secondary schools, the Department is assisting the supervising principals and high school principals in developing programs which will deal more effectively with such problems as promotions, fail-

ures, drop-outs, exceptional pupils, student control, character education, commencement programs, inter-scholastic activities, follow-up of high school graduates, and school and community relationships.

To make more effective the program of individual guidance in the secondary schools, a record of individual achievements and traits pertaining to each pupil is made available to teachers and administrators through a cumulative personnel record form that has been developed by a committee of secondary school principals in cooperation with the Department. This form is being recommended for use in every secondary school in the State. In promoting the program in the secondary field the Department is cooperating with hundreds of lay and professional leaders and organizations.

Among the newer phases of the secondary education program are the development of definite courses for automobile drivers, the adoption of courses in safety education, and the new emphasis on pupil guidance comprising vocational, leisure, health, mental, civic, and ethical problems. Through the enactment of the new George-Deen Law, great impetus has been given to the vocational education program including agriculture, home economics, industrial arts, and business education. Plans are being formulated to extend these learning opportunities to a greater number of students, to prepare additional teachers for the work, to increase the facilities for conducting the courses, and to institute research studies for the purpose of developing new techniques and procedures in these fields. Many students in the rural areas who have been denied vocational education opportunities heretofore, will have access to such instruction under the new program.

SPECIAL EDUCATION

In accordance with the Act of 1925 requiring school districts to provide suitable educational opportunities for handicapped children, the Department of Public Instruction has defined various services in the interest of these children. This program operates through such channels as classes or coaching for mentally normal children who have been educationally retarded because of immediate and remediable physical defects or environmental conditions; nutrition classes for children of lowered vitality and cardiac disturbances; specially prepared teachers for pupils having speech defects; special programs for the mentally handicapped; lip reading for hard of hearing children; sight saving classes for the partially sighted; classes for crippled children and visiting teachers for "shut-ins"; and a greatly enriched program of study for chil-

dren who are gifted beyond the capabilities of ordinary pupils. The Department views the education of exceptional children as a social obligation and has therefore incorporated in its program the support not only of special classes in the various school districts, but of residential schools for the blind and the deaf. Approximately 1300 pupils are now enrolled in these schools. Among these institutions are the Pennsylvania School for the Deaf at Philadelphia, the Western Pennsylvania School for the Deaf at Pittsburgh, the Pennsylvania State Oral School for the Deaf at Scranton, the Pennsylvania Institution for the Instruction of the Blind at Philadelphia, the Western Pennsylvania School for the Blind at Pittsburgh, and others. Several of the larger city school systems such as Erie, Pittsburgh, Philadelphia and Johnstown, are operating special classes and schools for physically handicapped children as a part of their regular public school program. Two of Pennsylvania's teachers colleges have been authorized to prepare teachers to meet full certification requirements for the instruction of the mentally handicapped children of the Commonwealth. The Department of Public Instruction furthermore cooperates closely with the Departments of Health and Welfare in administering to the physical and educational needs of these handicapped children.

Individuals in this class who are above 16 years of age are served under the Vocational Rehabilitation program described hereinafter.

EXTENSION EDUCATION

The increasingly rapid changes in social and economic conditions during the past two decades gave rise to the necessity for a program of extension education which is organized into such phases as immigrant education, extension elementary and secondary education, parent education, community centers, summer secondary schools, university extension service, and home-study courses. More and more it has become evident that if the people of the Commonwealth are to become and remain socially competent, society must provide a continuing education for continuing readjustment. The recent economic distress in this State (as well as in other states and foreign nations) has increased the number of Pennsylvania's youth who are out of school and out of employment to such an extent that it has become necessary for the Department of Public Instruction to cooperate with social, civic, and federal agencies to provide additional educational activities beyond the traditional limits of the public school.

A program of increased social opportunity through community planning was instituted recently by the Department of Public In-

struction with the cooperation of the National Youth Administration and Works Progress Administration with a view to providing adequate educational and recreational opportunities for not only all the children of all the people, but for all the people themselves. This is being accomplished by continuing in operation the most necessary and effective practices of community education as already established, and by organizing in addition, Community Councils comprising representatives of all existing Federal and local civic and social organizations, and also of the youth groups themselves. These Community Councils survey the needs and facilities of their respective localities, plan a program suited to the local needs, and serve as a clearing house for practically all community activities.

Besides helpful cooperation from the American Youth Commission, the Federal Emergency Adult Education Agency, and the Works Progress Administration, this Division of the Department has encouraged the use of directed correspondence instruction whereby not only these out-of-school youth, but adults have been given a wider and more enriched program of learning. This has worked to the particular advantage of the students in the smaller boroughs and rural areas. The Department recognizes that an adult education program which is to become permanent in community life must be closely related to the regular educational agencies. Through extension education the Department of Public Instruction assumes a greater degree of responsibility for the incidental education of Pennsylvania's youth and adults by encouraging, guiding, and directing closer relations between the home and community and the school. To attain such purpose, extension education for adults becomes both vital and necessary.

AGRICULTURAL EDUCATION

This Division is charged with the responsibility of administering a program to prepare boys for farming, as well as provide them with a well rounded practical secondary school education. A plan is now being sponsored whereby young people in rural areas not regularly in school are given opportunities in part-time agricultural work of a practical nature. The Division is also taking steps to make available the services of county vocational agriculture supervisors more generally throughout the State, for at present, fewer than a score of Pennsylvania's sixty-seven counties have such supervisors. An idea of the extent of the program of this Division may be gained from the fact that there are some 10,000 boys in Pennsylvania studying vocational agriculture, 2,500 farmers attending part-time and evening classes devoted to farm

problems, more than 100 Future Farmers of America Clubs organized in the State, and several well established State-wide agricultural projects in force such as the annual State Farm Show, the annual vocational judging contest at State College, and the project contest conducted each year in the State.

With the aid of approximately \$1,000,000 additional funds under the recent George-Deen Law, the Department is planning an even greater program of agricultural education in Pennsylvania. Opportunities for studying will be extended to more students—both youth and adults—additional teachers and supervisors will be prepared, new courses will be added to the curriculum, improved facilities for conducting the work will be made available, and careful studies made looking toward the development of new opportunities and improved techniques, procedures and materials in this field of education.

The Agricultural Education Division cooperates with the Department of Agriculture and of Forests and Waters in carrying out several phases of its program.

HOME ECONOMICS EDUCATION

The importance of the family as a unit in present day society requires that educational programs be developed which will make more intelligent, wholesome, and happy family life. Accordingly the program in home economics education in Pennsylvania is based on needs in family life. Its program for youth and adults rather than emphasizing only cooking and sewing, covers work in personality and child development, home management, foods and nutrition, care, repair, construction and buying of clothing, family problems and relationships, and housing. In developing this program it emphasizes cooperation with community agencies which are working to contribute in any way to the betterment of home life. The tie-up with home life is one of the strongest points of the home-making program.

In the secondary schools where vocational homemaking programs are organized, a required home project program has been organized and is carried on cooperatively by teachers, pupils, and parents. Through this plan thousands of homes are reached annually.

To expand the work in home economics education, twelve counties have vocational supervisors who organize and conduct classes in schools where this service would not otherwise be available. It is proposed that this type of service be made available to all counties in the State.

A new development similar to that described above under Agricultural Education will go forward in Home Economics Education with the additional funds made available by the George-Deen Law.

INDUSTRIAL EDUCATION

Industrial arts programs are being conducted in more than 375 school districts. This type of instruction provides useful shop experiences for more than 100,000 young people enrolled in grades even to twelve. Industrial arts courses have been introduced in thirty-five additional school districts this year, and new courses have been added in as many other schools which already had the program in force. This development creates a necessity for not only more but better prepared teachers in this field.

Vocational industrial programs are being operated in 152 school districts, with an enrollment of 33,000 different persons who are either preparing for employment, undergoing apprentice experience, or receiving instruction to upgrade them in their present employment. These persons are enrolled in evening, all-day trade, part-time cooperative, and continuation school classes. Plans have also been made and programs have been established to promote apprenticeship education through the cooperation of the school authorities, employers, and other interested parties. In response to the needs throughout the Commonwealth, the Division has likewise cooperated with numerous civic and industrial bodies in establishing and conducting trade courses for adults in firemanship, policemenmanship, and custodianship. In addition, more than 1,200 unemployed persons have been enrolled in short unit courses for the purpose of assisting them to become employable in specific occupations. Estimates indicate that more than 3,000 different persons have already taken advantage of this instruction.

This Division, more than any other, will be able to serve undeveloped areas of educational opportunity in the Commonwealth through the funds available under the new Federal appropriation for vocational education.

BUSINESS EDUCATION

The gap between the employment objectives of the secondary school commercial education program and employment opportunities and demands is evidence of the need for State Department direction. During the past 15 to 20 years the vocational value of secondary school bookkeeping and accounting courses has been declining, while demands for retail distributive occupations such as general office clerks, typists, salespeople, and junior store employees, have been increasing. Part-time and evening classes for

store owners, managers and operators, store salespeople, filling station attendants, and others in the field of distribution have distinct advantages as socially valuable vocational education. While commercial standards vary they do not demand stenographers with lightning speed in taking dictation and typing, but they do demand good English usage and intelligence. Vocational guidance in this field is of paramount importance.

Institutions preparing teachers of commercial subjects must prepare new teachers who will develop a program better suited to the employment conditions of their communities if graduates are to win employment.

These newer developments in Business Education, like those in other phases of the vocational program in the Commonwealth, will be carried forward with the aid of Federal appropriation, by the inclusion of more youth and adults in the programs, by the addition of new courses, better equipment and facilities, more and better prepared instructors, and systematic studies to discover new materials, methods, and services.

VOCATIONAL REHABILITATION

Likewise closely related to extension and vocational education is the Vocational Rehabilitation program. It may be said to be an outgrowth of, or supplement to, Workmen's Compensation. The former provides financial remuneration for physical loss or injury, while rehabilitation readjusts the disabled worker to economic independence.

Although a number of social forces played a part in the evolution of the conception that society is responsible for the vocational restoration of the disabled, it was not until labor and industrial management realized the economic significance of the problem, and the government made provision for the rehabilitation of the disabled veterans, that Congress and the states gave serious consideration to legislation to provide for the rehabilitation of persons disabled in industry or otherwise, and their return to civil employment.

Pennsylvania was one of the few states that had a rehabilitation program in operation prior to the inauguration of the Federal program. It was established in 1919 as a Bureau in the Department of Labor and Industry and became a case work problem for the out of school group—those adults injured in the course of their employment. This function was extended through the passage of the Federal Rehabilitation Act to include the vocational rehabilitation of those physically handicapped as a result of disease, congenital causes, or public accident.

When Pennsylvania accepted the provisions of the Federal Act in 1920 it agreed to place the responsibility for the administration of the work with the State Board of Vocational Education, which, in this State, is the State Council of Education. Therefore, although the operation of the program was continued in the Department of Labor its supervision and control is the responsibility of the State Council.

Fundamentally, vocational rehabilitation is concerned with the preparation and placement of eligible disabled persons in remunerative employment. It involves a specialized case work technique of advisement, placement, supervision, and may include physical restoration, guidance, vocational training, job adjustment, or establishment of the individual in business.

Since the inception of the program in Pennsylvania more than 6,000 cases have been registered for service and over 6,000 have been rehabilitated and returned to suitable employment. At the present time more than 3,000 cases are being served and in addition over 2,000 are on the unregistered roll due to insufficient facilities to take care of their needs.

Under the provisions of the Social Security Act recently enacted by Congress, the present annual Federal appropriation available to the State of Pennsylvania for vocational rehabilitation purposes has been approximately doubled. If provision is made by the State to accept the full allocation of Federal funds it will be possible to extend this service to take care of the minimum needs of the State.

HEALTH AND PHYSICAL EDUCATION

A statement of the significant aspects of the health and physical education program in the Department would take cognizance of several important advances made in this field. The teaching personnel in health education throughout Pennsylvania has increased from 150 to over 2,000 during the past decade. Simultaneously the enrollment of students in health and physical education professional courses in Pennsylvania's colleges has reached more than 1,000. The practical result of the promotion of health and physical education is evidenced in the inclusion of gymnasiums, showers and locker rooms in practically every new secondary school building project throughout the State; and the development of a large intramural program of major and minor sports in the public schools. The preparation and distribution of practical bulletins outlining the content of substantial courses in health instruction and physical education is another phase of the educational service of the Division. These achievements imply corresponding and

equivalent individual development of the pupils in the public schools.

There is likewise a continuing increase in the number of school nurses employed by Boards of School Directors throughout the Commonwealth. The Department is promoting a program of in-service professional growth for school nurses through personal visitation, regional conferences and a six-weeks course during the summer session at Pennsylvania State College. The trend in school nursing is toward an emphasis on healthful living through education rather than through a remedial or curative program. With the cooperation of the Department of Health, for example, periodic dental and medical examinations are carried on in the public schools of the State.

ART EDUCATION

In view of the fact that only fifty per cent of the applicants who enter the institutions of higher learning of Pennsylvania have had the advantage of special art education, the Art Education Division has increased its efforts to establish courses in this field in all of the schools of the Commonwealth. The Division is studying ways and means of promoting and developing an interest in this phase of education that will induce districts to encourage its inclusion in the courses of study of local schools. The present trend toward the consolidation of schools is one factor that will cause instruction in art education to be more nearly universal. There are at present in Pennsylvania approximately 900 art teachers. With more than 2500 school districts, it is obvious that a large per cent of the schools, especially in rural areas where the course could do much to enrich community life, are without this service. A special effort is being made to introduce practical types of art education not only with a view to increasing and stimulating appreciation of what is beautiful, but of creating beauty in school surroundings, home furnishings, town planning, as well as in personal appearance.

MUSIC EDUCATION

Much of that which has been said of art may be said of the music program in the State of Pennsylvania. Only about fifty per cent of the schools are offering this subject. In order to increase education in this direction, the Music Education Division is supplementing music appreciation in the school through the organization of young people's symphonies in the junior and senior secondary schools and through attendance at these symphonies. These projects, which are unique in Pennsylvania, are based on

the music appreciation suggestions in the State bulletin entitled "Course of Study in Music Education for Elementary and Secondary Schools." The fact that an organized program of music education is available in only half of the school districts of the Commonwealth is a condition which is being approached by an organized program of field service. The cooperation of the county superintendents and supervising principals gives every encouragement to this plan to extend this vital program to every school and community in our Commonwealth.

CURRICULUM CONSTRUCTION

Adequate courses of study for the public schools are of primary concern to every school administrator, supervisor, and teacher. The Department of Public Instruction encourages administrators and teachers to revise or prepare courses of study to meet the present needs of their local communities.

The function of this Division comprises several phases; first, a unifying committee which acts in an advisory capacity on curriculum problems. This committee concerns itself with the general curriculum program for the State and with investigations and experiments of import to courses of study. It likewise advises on the preparation of State courses of study, recommends personnel for the production of new courses, and coordinates the work of the personnel involved in preparing educational material for the schools. It constitutes a clearing house for the distribution of curriculum materials and for the encouragement and development of State-wide curriculum revision program.

The Division is also available to assist the professional institutions in developing courses in curriculum construction, in rendering aid to schools in the surrounding areas in preparing materials for courses of study, in developing curriculum laboratories for studying curriculum materials, and in giving help to schools in the surrounding areas in organizing professional study groups.

Another phase of the work of the Curriculum Construction Division in the Department of Public Instruction consists in its direct service to local school districts. In the interest of improving the program of instruction with relation to the construction of courses of study adapted to meet local needs, this Division is available to advise local school authorities in carrying out this aspect of the State public school program. The Department through this Division serves in an advisory capacity in making surveys of existing conditions, suggesting study materials for teachers groups, conferring on committee organizations and coordination of work of specialists, consulting with local authorities

on the organization of materials in units and determining the sequence of units in courses of study, and advising on the installation of courses as well as on tryout procedures and evaluations.


Realizing the importance of developing adequate materials and effective procedures in course of study construction, the Department is organizing committees for these purposes in several fields of learning. Among these are: guidance, radio education, safety education, tests and measurements, visual education, school activities, English and literature, languages, mathematics, physical and social sciences.

To round out the program, competent educators and laymen are being invited to assist in the study of both the general and special aspects of educational problems in Pennsylvania.

An invaluable adjunct to the Curriculum Construction Division is the Education Library which aids in researches relating to the development of courses of study, assembles materials, and compiles bibliographies on specific educational subjects. In addition to more than 5,000 volumes directly relating to education, this library contains several hundred carefully compiled and cataloged research studies and manuscripts for the use of schools, colleges and the public.

VI

STATE LIBRARY AND MUSEUM

HE State Library and Museum affords a variety of services to the public schools and other institutions and organizations, as well as to the citizens at large, through its several Divisions. These include the General Library, Extension Library, Archives, Law Library, and Museum.

GENERAL LIBRARY

The General Library Division supervises the circulation of approximately 2,000 books a month which are loaned for home use in Harrisburg and its vicinity. Its main function is to provide and make available reference material on all subjects and to assist patrons in assembling data and give aid in research. Special emphasis is placed on its collections of Pennsylvania history, genealogy, general history, newspapers, sociology and economics. Bibliographies and indexes of special subjects are prepared and federal projects are assisted with materials and professional information. The officials of the State Government are in constant contact with this Division and use its services for the development of the work of each department. On anniversaries and other occasions appropriate exhibits are assembled to stimulate interest in various worthy subjects, institutions and other phases of Pennsylvania life, government and history. A quarterly publication "Pennsylvania Library and Museum Notes" is prepared and issued under the direction of the General Librarian. A special section is devoted to books on family history, with a genealogist in charge. Records are furnished for membership in patriotic societies and old age pensions, as well as birth, marriage, land and emigrant lists. Nearly 1,000 questions requiring research are answered in the General Library each month. Its collection of 200,000 volumes are made available with the cooperation of the Extension Division to all citizens of the State.

Another function is the operation of a *Newspaper Clipping Service* which distributes daily to the 25 Departments of State Government, press items relating to their respective provinces of public service.

EXTENSION LIBRARY

The Extension Division of the State Library has the responsibility of extending the resources of the Library to all parts of Pennsylvania. This purpose is achieved in various ways: by inter-

library loans to all libraries of the State, including college, school, public, special and private libraries; by the establishment of traveling library stations in rural communities; and by the shipment to various localities and organizations of packet libraries of reference material. Approximately 300 traveling library stations are now in use, and 2,500 books are sent monthly in packet service to study clubs and individuals. In addition, more than 1,000 public schools make use of this service. The Division cooperates with local school and municipal authorities in establishing county library service, and in promoting public libraries. Of these latter more than 300 are already functioning, sixteen of which were begun this year. Members of the Extension Division visit different areas in the Commonwealth and assist and instruct local librarians in procedure of organization, management and other library practices. Reference service similar to that furnished directly to patrons of the General Library is thus made available to all residents of Pennsylvania by mail and express, and by personal contact through the field agents.

ARCHIVES

Preserving and making accessible historical records is the main function of the Archives Division. Among its major projects are the arrangement according to historical periods of archival records, the cataloging of collections of manuscripts, and the inventorying of the Archives of Pennsylvania. Besides caring for, restoring and repairing hundreds of invaluable manuscripts entrusted to its care by the State Government and other public agencies, this Section of the Library checks and files manuscripts relating to the Revolutionary War, and indexes the volumes of the "Pennsylvania Archives." The Archives Section furnishes certificates of public records to persons requiring them and responds to interviews on subjects relating to historical records. In many phases of the work the Archives Section cooperates with the Pennsylvania Historical Commission.

LAW LIBRARY

The Law Library makes its services available to members of the Legislature, Departments of the State Government, professional groups and other citizens who have occasion to use its facilities. More than 300 law books and 500 periodicals are requested by individual callers each month; besides over 200 inquiries are answered by phone. Agenda of the Supreme and Superior Courts are prepared in the form of paper books and sent to all parts of the State. The Division also secures bills introduced in the Legisla-

ure for binding, and distributes copies of the various Acts of the Pennsylvania Assembly as needed.

MUSEUM

The State Museum's principal contribution to public education and to the public at large is in the field of visual education. It is estimated that approximately a quarter million visitors during the biennium profited by examining the various exhibits arranged according to periods and depicting Pennsylvania's archaeology, art, music, bird and insect life, mammals, and minerals. In addition to the 10,000 patrons who monthly visit the Museum, other thousands are served through the media of slides, films, and cabinet exhibits that are sent out regularly to all parts of the State. An average of 25,000 slides portraying such a variety of Pennsylvania subjects as art, biography, civics, geography, health, history, literature, mathematics, music, and science, are loaned monthly to public schools, colleges, and other groups and organizations. The repertoire of slides is constantly renewed by the production of 1,000 new ones each year, many in natural colors. Another feature of this visual education program is the preparation and distribution of pamphlets and bulletins listing slides and films and disseminating information on the procedures to follow in conducting an effective exhibit. These are sent to public schools and teachers colleges which sponsor courses in visual education. To establish a closer relation between the Museum and the schools and public of the Commonwealth, regular meetings dealing with archaeology, history, and education are held both at the Museum and throughout the State. Also frequent interviews are held with representative organizations as well as other field services rendered. The Pennsylvania Historical Commission cooperates with the Museum when dealing with projects of a historical nature. A regular program of systematic research is likewise carried on looking toward the improvement of techniques, methods, and materials.

VII

BUREAU OF PROFESSIONAL LICENSING



THE work of the Bureau of Professional Licensing is carried on under the Divisions of Pre-professional Credentials, Registrations and Renewals, Law Enforcement, and Personnel Examinations. These activities which are carried on with the cooperation of thirteen Examining Boards and three Advisory Committees, exemplify a number of responsibilities in an educational program that is constantly adapting itself to meet the new needs of the ever-changing complexities of modern, social, and professional life. One major function of the Bureau is the determining, evaluating, and standardizing the preliminary education, both secondary and collegiate of persons to be admitted to the various professions in Pennsylvania. It also inspects and approves professional schools, conducts examinations at regular intervals to determine the fitness of applicants, and issues and renews certificates for those found proficient. Still other responsibilities assigned to the Bureau are promulgating regulations, making inspections, and enforcing the laws relating to those engaged in the professions and in certain other occupations. These involve a personnel of over 287,000 as follows: approximately 1,100 accountants, 1,500 architects, 32,000 barbers and apprentices, 28,000 beauticians, 10,000 dentists and dental hygienists, 17,000 physicians and surgeons, 20,000 engineers and surveyors, 10,000 drugless practitioners, 46,000 nurses, 2,300 optometrists, 1,200 osteopaths, 36,000 pharmacists and assistants, 17,600 real estate brokers and agents, and 1,100 veterinarians, besides several hundred anthracite and bituminous coal mine inspectors.

PRE-PROFESSIONAL CREDENTIALS

Among the more definitely educational activities of the Bureau are the evaluation through this Division of pre-professional credits submitted by those entering upon a program of educational preparation for the 17 major professions in Pennsylvania. The importance of this service may be gauged by the fact that a large percentage of the 60,000 secondary school graduates each year prepare to enter the professions, and that since the inception of this program more than 52,600 certificates of approved secondary education or the equivalent have been issued to candidates who sought admission to professional institutions of higher learning.

This Division also conducts the annual State Scholarship exam-

nation for secondary school seniors who compete for the eighty scholarships granted each year by the Legislature to help worthy candidates finance their preparation for professional careers. With the cooperation of the Bureau of Instruction and the division of Personnel Examinations, a new type of examination has been developed for the purpose this year, whereby the candidates are tested not primarily on general knowledge and ability to recall actual information, but rather on their capacity to think, to reason through circumstances to a conclusion substantiated by facts, and their ability to apply conclusions thus derived to day by day situations. More than 3,500 seniors availed themselves of the opportunity to take this examination. They represented over 600 public and 40 private secondary schools, and are approximately 100 in excess of the number who underwent the test in any previous year.

The increasing popularity of this examination indicates a general demand by secondary schools for a State-wide testing program, and the Department has under consideration not only such a testing program for secondary school seniors, but for other grades as well.

This Division also inspects and recommends for accreditation private secondary schools.

REGISTRATIONS AND RENEWALS

The function of this Division extends to sixteen different professions and vocations. Cooperating with the several examining boards and Committees, it assists in the establishment of professional schools, administers examinations to candidates, issues licenses, and supervises the annual re-registration of those who are engaged in the various professions and callings under the jurisdiction of the Bureau. The Division likewise organizes and evaluates the course content and laboratory practice of schools applying for licenses to prepare candidates for the professions. The establishment of more than 80 schools for beauticians in the past few years indicates the rapid development of these professional institutions. To facilitate these activities, the Division devises convenient forms, advises applicants on procedure, and verifies the licenses of practitioners when their validity is in doubt. Systematic research studies are constantly in progress looking toward the improvement of methods and materials in the field of professional licensing.

To develop and maintain the highest possible standards of instruction and practice among the professions, this Bureau proposes to organize periodic meetings on the basis of "Teachers In-

stitutes" in order to bring together for instruction and inspiration the members of the several callings. Outstanding leaders in the several fields will be made available at these conferences for consultation, lectures, and general instruction. The Bureau of Instruction is cooperating in this effort, and effective practices in force in the public schools will be adapted to the use of some of the professional schools.

LAW ENFORCEMENT

For the purpose of curbing the activities of unlicensed individuals and unethical practitioners, the Bureau of Professional Licensing maintains a Division of Law Enforcement. With the aid of some twenty investigators in the field, this Division hears complaints from practitioners and the public, investigates cases, prepares opinions, prosecutes violators, and recommends revocation and suspensions of licenses when warranted by the findings. Its activities relate to professional schools and students, as well as to persons engaged in practicing the professions and vocations.

The range of activities of this Division may be seen from data taken from a recent report. During one year approximately 33,000 inspections were made, the greatest number pertaining to barbers (16,000), beauty culturists (10,000), pharmacists (3,500), and real estate agents (1,800). Some 5,000 investigations were made the same year. Prosecutions included 136 cases in which 71 were convicted, 30 acquitted, and 29 held for court. There were also almost 1,000 hearings, 100 suspensions, and more than a score of dismissals.

PERSONNEL EXAMINATIONS

To the Department of Public Instruction has been assigned the responsibility of preparing and administering the competitive examinations for the selection of personnel under the Pennsylvania Liquor Control Board. These examinations which demonstrate the feasibility of Civil Service in the State Government have been given for the selection of liquor store and warehouse personnel as well as for central and district office personnel. Positions such as district superintendents, supervisors, auditors, accountants, managers and clerks, investigation and enforcement officers, stenographers, general clerical workers, elevator operators, janitors, chauffeurs and watchmen have been filled. The Department has received splendid assistance from the public school districts of the Commonwealth that have been requested to cooperate in the administration of the examinations. As provided by law, the four State-aided colleges and universities cooperate in this function by grading c

oring the examination papers. To date more than 40,000 competitors have taken the examinations and the necessary appointments amounting to approximately 3,500 have been made by the Liquor Control Board from the eligibility lists prepared by the department.

This Division is called upon by other Departments of the State Government to assist in the determination of qualifications of personnel by means of civil service examinations. It also consults with the Pre-Professional Division and with the Bureau of Instruction in the preparation of the annual State Scholarship examination and with the various professional Examining Boards in the formulation of their several examinations. Personnel research studies are likewise carried on by the division of Personnel Examinations.

VIII

ADDITIONAL FUNCTIONS OF THE DEPARTMENT



It has been seen from the exposition of the program thus far that the conception of public education is becoming ever broader and more comprehensive. This general expansion of the function of education is justified because of the rapid social progress that is being experienced in the Commonwealth, as well as in the civilized world generally, inevitably develops new problems that fall properly in the province of education. Accordingly, even some of the aspects of the program already considered may appear to the casual reader to be related only remotely to education.

However, the Legislature has found it expedient to attach to the Department of Public Instruction still other activities that are only indirectly related to the program of public instruction. Among these are: Publications and Public Relations, Pennsylvania Historical Commission, Pennsylvania Board of Censors and Public School Employees' Retirement system.

PUBLICATIONS AND PUBLIC RELATIONS

An important part of Pennsylvania's program is a systematic and continuous dissemination of useful information for the school people and other citizens of the Commonwealth to promote the cause of education. Through the public information program the Department maintains a cooperative relation between its sixty-seven divisions of service and the general public for the purpose of aiding in the interpretation and execution of effective educational practices and policies. This is being accomplished in a variety of ways—by the use of Department bulletins which number approximately twenty-five a year, various special and statistical reports, speakers from the Department, the public press, radio addresses, organized consulting committees, the State Education Association, national contacts, various conventions dealing with education, and especially through the numerous social and civic organizations throughout the State.

The Department also publishes a monthly periodical entitled "Public Education" which carries educational information and guidance to the school directors, superintendents, school executives, civic organizations, and others interested in public education. In the columns of this bulletin, which reaches 11,000 educational and 6,000 lay leaders, are found interpretations and explanations of the projects and activities originating in the Superintendent's office, the several bureaus in the Department, the

Teachers Colleges and professional organizations, as well as information about educational trends, significant statistics and special features.

Several divisions of the Department, such as the Library and Museum, the Historical Commission, and the Professional Licensing Boards, as well as the fourteen State Teachers Colleges, issue publications to groups interested in their activities and projects.

Several projects are now in process looking toward a closer understanding and relationship between the Department and the public. Among these are a survey which has been conducted throughout the State with regard to the type of publications and bulletins most serviceable to the needs of the school districts. Also in preparation is a complete bibliography of the publications of the Department which will be available to educators and citizens in the Commonwealth. In addition, a study of the educational bulletins is in progress with a view to improving their form so as to make their contents more generally useful and the information in them more readily available.

The newspaper clipping service of the General Library clears all press reports pertaining to the Department of Public Instruction through this office. Through this function members of the Department are constantly apprised of public opinion and sentiment regarding the operation of the public education program in Pennsylvania.

The Annual Statistical Report of the Superintendent of Public Instruction, the annual Education Directory, monthly and biennial reports to the Governor of the Commonwealth, an annual Education Congress to which all citizens as well as educators are invited, and general correspondence, are other means of coordinating the efforts of the Department with those of the school people in the State and the public at large.

PENNSYLVANIA HISTORICAL COMMISSION

The program of the Historical Commission has for its objective the discovery, development, and dissemination of historical information with a view to making the public history-conscious in a manner that will render the greatest service to the Commonwealth. On the principle that all social and economic progress develops more easily and normally when it is understood to be the natural outgrowth of historical precedent, the Commission undertakes numerous practical projects that make valuable and extensive contributions to the body of historical information for the people of Pennsylvania. These projects comprise the excavation of areas of Indian occupation, the marking by means of appropriate monu-

ments or tablets, buildings and places of historical significance and the preservation or restoration of such sites. The Commission also cooperates with local communities and historical societies in Pennsylvania in executing their projects and in developing increased interest on the part of the public in these useful enterprises. It investigates historical situations and examines records for historical research. Another responsibility assumed by this Agency is the acceptance in behalf of the Commonwealth of gifts and bequests from the hands of individuals and societies.

By means of regular publications of its activities and by means of acquiring collections of historical objects for display in the State Museum, the Commission keeps the public generally informed of its enterprises.

A new forward step taken by the Commission is the fostering of the Pennsylvania Federation of Historical Societies—78 in number—by supplying facilities and other means for carrying out definite State-wide program.

The scope of the work of this Division of service has been greatly expanded by the aid of the Works Progress Administration which has made available additional funds and personnel in the exploration, preservation, and improvement of historical sites in Pennsylvania.

Other Agencies cooperating with the Commission are the Scenic and Historical Commission, the Library and Museum, the Highway Department, and the Department of Forests and Waters.


PENNSYLVANIA STATE BOARD OF CENSORS

It is the function of the State Board of Censors to examine, approve or disapprove, and otherwise regulate motion picture films, reels, stereopticon views and slides, as well as posters, banners and other devices that may be used in advertising the same. It is also a major responsibility to conduct hearings and prosecute violations of the law relating to these activities. The extent of the services rendered may be understood from the last biennial report which indicates that during that term this Board collected \$266,535 from examination fees, visited 5,437 communities and 14,417 theatres, and reviewed 49,000 motion picture subjects and 177,000 motion picture reels.

The Board consults with the Bureau of Instruction with regard to correlating motion picture standards and trends with the public education program. It also cooperates with extension educational agencies in communities with regard to such problems as "block booking" and other regulations affecting local, social, and educational policies.

IX

PUBLIC SCHOOL EMPLOYEES' RETIREMENT BOARD

N objective of the Department is to operate the School Employees' Retirement System in such a way as to insure better educational service for all who attend the schools of the Commonwealth. An adequate retirement system helps to keep in service properly educated and experienced teachers. Such a system not only attracts the more desirable persons to the profession but provides protection to worthy workers already in service. Pennsylvania's School Employees' Retirement System, which is the largest in America—having enrolled more than 75,000 or 99 per cent of all members of the profession—has been referred to at a recent National Convention of Fiscal Agents as one of a very few financial institutions that weathered the depression in perfect safety and security. Since its inception in 1919 the School Retirement System has not only maintained its solidarity, but developed a financial status adequate to carry the fund through the present period of lower interest earnings. The present investment holdings of the System have a market value above \$142,000,000. According to a recent report of the Secretary, the School Employees' Retirement System has paid out to date a total of \$15,000,000 in superannuation retirement allowances, and \$2,000,000 in disability retirement allowances to teachers who became incapacitated for work before reaching the retirement age. In addition to these payments the Board expended \$4,000,000 in refunds to teachers who withdrew from school service prior to their attaining the retirement age.

The investment policy of the Retirement System accounts in part for this remarkable record. These investments which aggregate approximately \$1,500,000 a month, are limited to bonds of our own State and its political subdivisions, thereby making them readily marketable at all times. While members of the staff regularly visit various districts of the State to keep the profession fully informed of affairs relating to the system, detailed information is also sent out to every member by correspondence and printed circulars.

This Board confers with the Bureau of Administration and Finance as well as with the State Treasurer, and other Fiscal Agencies in the Commonwealth in carrying out some phases of its service.

X

ADVANCING FRONTIERS



HAT, then, is the program of the Department of Public Instruction? What are its basic principles? What are its advancing frontiers? A paramount policy is to make the program as purely professional as possible by placing the primary emphasis on the improvement of instruction. Education that is designed to prepare for life in a democracy must be conducted on democratic principles. Accordingly, it is the plan of the Department to develop its program as a cooperative effort between the Department and the school districts of the State. The Department further proposes to square its practice with its preaching and to keep education in Pennsylvania in pace with progressive theories. It also plans to reinforce those aspects of rural school service that have been found effective in the improvement of educational opportunities for children and adults in the country.

With a reduced budget and limited personnel, advancement can be made only by revising and redirecting the essential service already in force. It is proposed to accomplish these ends, first, by the careful evaluation of the various service divisions in order to eliminate those that are ineffective in improving the education program, and to strengthen those that make a vital contribution; and second, by systematic research looking toward the development of new materials. In these efforts the Department will pursue a gradual course of development from practices now in operation toward practices that may be better adapted to meet evolving conditions and needs—consistent and gradual development being more permanent than sudden development. In this gradual forward movement of the program of the Department many advancing frontiers of education may be recognized. Among these are the following:

GENERAL

1. Developing a sound common philosophy of education.
2. Establishing a closer coordination between the Department and the public, between the Department of Public Instruction and other State Departments, as well as among the Divisions within the Department itself.
3. Disseminating educational information to obtain a wide-spread participation of citizens in the development of the program of public instruction.

FINANCIAL

Providing a financial program that will equalize educational opportunity in all parts of Pennsylvania:

- a. By increasing State subsidies to districts which have improved educational opportunities through consolidations.
- b. By granting sufficient special aid to enable districts in extraordinary financial distress to maintain an adequate educational program.

Adapting school plant construction to the new requirements of consolidation and other needs of an ever-expanding educational program.

Improving transportation service to provide larger attendance areas with the fullest possible educational facilities.

Evolving a formula for the equitable allocation of appropriations to the State Institutions with due regard to their respective requirements.

PROFESSIONAL

Adapting the facilities of the State Teachers Colleges to changing demands in public education.

Advancing Teacher Education standards relative to both pre-service and in-service professional growth.

Educating an adequate supply of teachers qualified to serve in new and special fields such as automobile driving, aviation, safety education, distributive trades, vocational education, and the like.

Adjusting the available supply of teachers to meet the actual demand.

Stabilizing the professional service in the classrooms by encouraging adequate salary, tenure, and retirement laws.

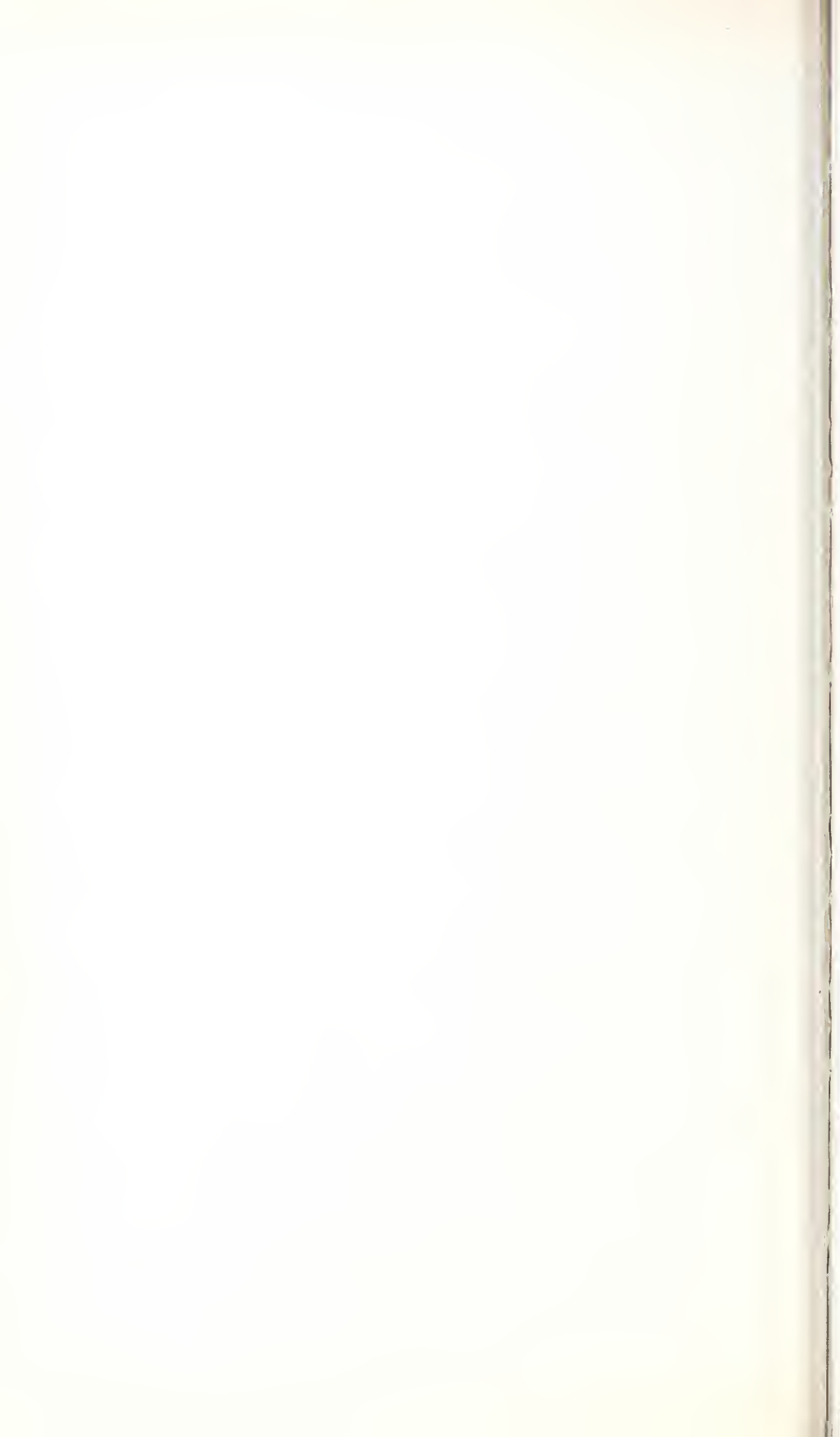
INSTRUCTIONAL

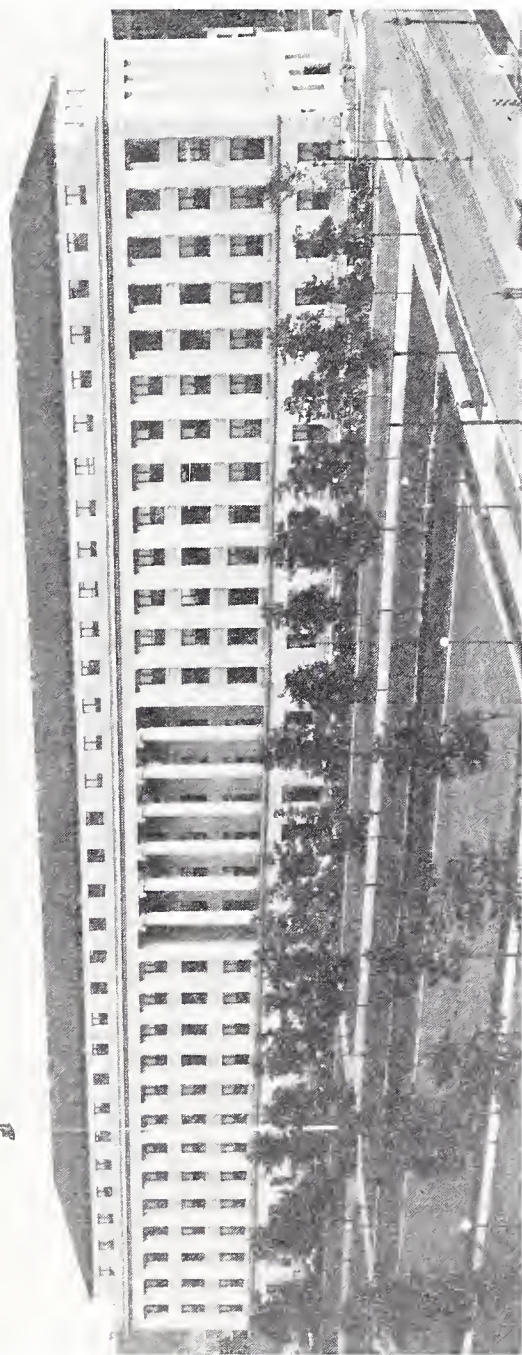
Enriching educational offerings of the program in accordance with the expanding requirements of contemporary life:

- a. By encouraging vertical extension of the program to comprise age levels inclusive of nursery children, out-of-school youth, and parents.
- b. By encouraging horizontal expansion of the program to make universally available such courses as safety education, special education, practical arts, vocational education, business education, radio, and motion pictures.

- c. By increasing social opportunities through community planning and the organization of Community Councils in every locality to meet the educational, social, recreational and vocational needs of all the people.
 - d. By cooperating with established agencies—local, state and federal—in improving educational opportunities.
 - e. By developing a health education program that gives emphasis to healthy living rather than to curative and remedial practices.
 - f. By extending opportunities for music and art education in every school district.
14. Developing materials of instruction more closely adapted to local needs:
- a. By planning regional study areas involving a wider participation of members of the profession and lay leaders.
 - b. By using community resources—human, industrial, and natural—to supplement the traditional curriculum as materials of instruction.
 - c. By correlating the study of home economics, agriculture, industrial and business education with community agencies—teacher, pupil, and parent cooperating in community projects.
15. Establishing library service and visual education materials in every public school and community, and providing for the wide dissemination of information on the history of Pennsylvania.
16. Advancing the standards of professional and occupational practice by upgrading the preparation of personnel; and improving the efficiency of public service by the extension of civil service examinations.
17. Rehabilitating and reeducating youth and adults who require such service in order to become employable in a useful occupation, and affording handicapped children educational opportunities commensurate with their capacities to learn.
18. Instituting, with the cooperation of school officials and teachers, an efficient State-wide testing program for elementary and secondary school youth.
19. Affording students sound and sympathetic guidance in the social, educational, and vocational aspects of their education.
20. Emphasizing the inculcation of attitudes, abilities, appreciations, and ideals, in addition to information, habits, and skills.

Leaders of lay and professional groups throughout the State are called upon to join in studying the educational problems of the Commonwealth. The advice and assistance of all interested groups is of vital importance in the further development of the educational program in Pennsylvania. The people should be conscious of the fact that the public schools belong to them, and that with their friendly consideration of our educational problems, a definite and consistent program adequate for all the children of all the people concerned will be assured.





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